

# Institutional Report

STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft 2014		
<b><u>10.58.507 THEATRE</u></b>		
(1) The program requires that successful candidates:	(1) The program requires that successful candidates:	
(a) demonstrate the ability to create curriculum, instruction, and assessment for K-12 students in a school theatre program to make students aware of the process of artistic creation, from creating and performing to responding;	(a) demonstrate the ability to create curriculum, instruction, and assessment for K-12 students in a school theatre program to make students aware of the process of artistic creation, from <u>(i) generating and conceptualizing creations; (ii) analyzing, interpreting, selecting, organizing, developing and refining artistic techniques, conveying meaning and completing performances; (iii) perceiving and analyzing, interpreting intent and meaning in, and apply criteria to evaluate responses; creating and performing to responding;</u>	
(b) demonstrate knowledge of program goals, procedures, and rationales for a school theatre program;	(b) demonstrate knowledge of program goals, procedures, and rationales for a school theatre program;	
(c) integrate activities with outside performances utilizing the latest methods of theatre practice and appreciation; and	(c) integrate activities with outside performances utilizing the latest methods of theatre practice and appreciation; and	
(d) model pedagogy and attitudes which reflect current research on the theory and practice of teaching theatre.	(d) model pedagogy and attitudes which reflect current research on the theory and practice of teaching theatre.	
	<u>(e) incorporate instruction in reading literacy and writing literacy in theatre as required by the Montana Common Core Standards.</u>	



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2) Candidates demonstrate understanding and knowledge of:	2) Candidates demonstrate understanding and knowledge of:	
(a) theatre as a social and aesthetic experience and a reflection of culture, including Montana American Indian cultures, a broad view of the history of theatre and acquaintance with representative plays of past and present;	(a) theatre as a social and aesthetic experience, <u>reflecting on authentic representation and a reflection of culture, including cultures of American Indians and tribes in Montana and a broad view of the unique history of theatre and acquaintance with representative plays of past and present, and candidates will be able to synthesize and relate knowledge and personal experiences to make art.</u>	
(b) the relationship between the actor, the literature, and the audience, including the actor's ability to assess personal growth; and	(b) the relationship between the actor, the literature, and the audience, including the actor's ability to assess personal growth; and	
(c) the educational function of theatre in the school setting, helping students develop life skills and better understand themselves, others, and the world.	(c) the educational function of theatre in the school setting, helping students develop life skills and better understand themselves, others, and the world.	
(3) Candidates shall have experience with performance, in order to:	(3) Candidates shall have experience with performance, in order to:	
(a) direct/supervise a theatrical production/activity with artistic integrity, including supervision of appropriate selections (being mindful of community standards), analysis, casting, rehearsal, and performance;	(a) direct/supervise a theatrical production/activity with artistic integrity, including supervision of appropriate selections (being mindful of community standards), analysis, casting, rehearsal, and performance;	



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(b) manage/supervise the technical requirements of a theatrical production/activity by effectively planning and executing scenery, lights, make-up, sound, properties, costumes, special effects, promotion and publicity; and	(b) manage/supervise the technical requirements, <u>and use current and emerging technologies</u> of a in theatrical production/activity by effectively planning and executing, scenery, lights, make-up, sound, properties, costumes, special effects, promotion and publicity; and	
(c) use production/activity as a measurement/evaluation of current and future goals and objectives.	(c) use production/activity as a measurement/evaluation of current and future goals and objectives.	
(4) Candidates interact with the community, as a resource person who:	(4) Candidates interact with the community, as a resource person who:	
(a) contributes in the development of facilities;	(a) contributes in the development of facilities;	
(b) supervises classroom projects, assembly programs, or any activity that involves elements of theatre;	(b) supervises classroom projects, assembly programs, or any activity that involves elements of theatre;	
(c) assists planning comprehensive theatre and/or other fine arts curriculum including video/film; and	(c) assists planning comprehensive theatre and/or other fine arts curriculum including video/film; and	
(d) advocates in their school and the larger community for theatre instruction and performances.	(d) advocates in their school and the larger community for theatre instruction and performances.	
	<u>(5) Candidates demonstrate knowledge and use of educational theatre resources, and professional organizations.</u>	
(History: 20-2-114, MCA; <u>IMP</u> , 20-1-501, 20-2-121, MCA; <u>NEW</u> , 1979 MAR p. 492, Eff. 5/25/79; <u>AMD</u> , 1984 MAR p. 831, Eff. 5/18/84; <u>AMD</u> , 1989		



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MAR p. 397, Eff. 3/31/89; <u>AMD</u> , 1994 MAR p. 2722, Eff. 10/14/94; <u>AMD</u> , 2000 MAR p. 2406, Eff. 9/8/00; <u>AMD</u> , 2007 MAR p. 190, Eff. 2/9/07.)		



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